EDUCATIONAL THEORY

Index to Volume 19

Abcarian, Gilbert—Ideology and Alienation: Conservative Images of the Liberal Academic Establishment, 111.

Action and Solitude: A Nietzschean View—James W. Hillesheim, 357.

Age of Over-Save: Some Remarks on the Evangelical School, The—Thomas E. Spencer, 404.

Axtelle, George E.—Alfred North Whitehead and the Problem of Unity, 129.

Belth's Concept of Education—David Tankard, 43.

Bhattacharyya, N. C.—The Concept of "Intelligence" in John Dewey's Philosophy and Educational Theory, 185.

Blackstone, W. T.—Human Rights, Equality, and Education, 288.

Burnett, Joe R.—Changing the Social Order: The Role of Schooling, 327.

Changing the Social Order: The Role of Schooling—Joe R. Burnett, 327.

Clayton, A. Stafford—Education and Some Moves Toward a Value Methodology, 198.

Concept of "Intelligence" in John Dewey's Philosophy and Educational Theory, The—N. C. Bhattacharyya, 185.

Conflict Between Intelligence and Community in Dewey's Educational Philosophy, The—Walter Feinberg, 236.

Creativity: A Rejoinder—Ralph J. Hallman, 40.

Creativity in Plato's States—Arthur M. Wheeler, 249.

John Dewey's Theory of Meaning—Charles A. Tesconi, Jr., 156.

Eastman, George—An Experiment in Bridging the Apollonian and Dionysian, 3.

Eckstein, Jerome—Is It Possible for the Schools to be Neutral?, 337.

Eddy, Lyle K.—Education and Social Darwinism, 76.

Education and Ethics in The People's Republic of China—Review Article—Henry Rosemont, Jr., 410.

Education and Social Darwinism—Lyle K. Eddy, 76.

Education and Some Moves Toward a Value Methodology—A. Stafford Clayton, 198.

Ennis, Robert—The Possibility of Neutrality, 347.

Epistemology, Psychology and Their Relevance for Education in Bruner and Dewey—June T. Fox, 58.

Experiment in Bridging the Apollonian and Dionysian, An—George Eastman, 3.

Feinberg, Walter—The Conflict Between Intelligence and Community in Dewey's Educational Philosophy, 236.

Fox, June T.—Epistemology, Psychology and Their Relevance for Education in Bruner and Dewey, 58.

Haines, Nicolas—Situational Method: A Proposal for Political Education in Democracy, 17.

Hallman, Ralph J.—Creativity: A Rejoinder, 40.

Hero, Youth, and Values, The—David Lawson, 174.

Hillesheim, James W.—Action and Solitude: A Nietzschean View, 357.

Holtzman, Robert H. and William O. Stanley—Perspectives and Unity: Karl Mannheim, 271.

Human Rights, Equality, and Education—W. T. Blackstone, 288.

Humanism of the Sophists with Emphasis on Protagoras of Abdera, The—George C. Simmons, 29.

Ideology and Alienation: Conservative Images of the Liberal Academic Establishment—Gilbert Abcarian, 111.

Is It Possible for the Schools to be Neutral?—Jerome Eckstein, 337.

Kiner, Edward David—Some Problems in a Buber Model for Teaching, 396.

Klein, J. Theodore—Presuppositions of Teaching, 299.

Mr. Klein on "The Presuppositions of Teaching"—Robert M. Lawson, 308.

La Brecque, Richard—Social Planning and the Imperium Humanum: John Dewey Circa 1960's, 363.

Lawson, David—The Hero, Youth, and Values, 174.

Lawson, Robert M.—Mr. Klein on "The Presuppositions of Teaching", 308.

Kurt Lewin: Unity Through the Development of the Human Sciences—B. Othanel Smith, 256.

Non-Violent Power in Education—Donald Vandenberg, 49.

Perspectives and Unity: Karl Mannheim—William O. Stanley and Robert H. Holtzman, 271.

Possibility of Neutrality, The—Robert Ennis, 347.

Presuppositions of Teaching—J. Theodore Klein, 299.

Rosemont, Henry, Jr.—Education and Ethics in the People's Republic of China—Review Article, 410.

Moritz Schlick—James E. Wheeler, 372.

Simmons, George C.—The Humanism of the Sophists with Emphasis on Protagoras of Abdera, 29.

Situational Method: A Proposal for Political Education in Democracy—Nicolas Haines, 17.

Smith, B. Othanel—Kurt Lewin: Unity Through the Development of the Human Sciences, 256.

Social Planning and the Imperium Humanum: John Dewey Circa 1960's—Richard La Brecque, 363.

Some Problems in a Buber Model for Teaching—Edward David Kiner, 396.

Spencer, Thomas E.—The Age of Over-Save: Some Remarks on the Evangelical School, 404.

Stanley, William O. and Robert H. Holtzman—Perspectives and Unity: Karl Mannheim, 271.

Sumner, Pareto, and Educational Constants—Carl M. Tausig, 223.

Tankard, David—Belth's Concept of Education, 43.
Tausig, Carl M.—Sumner, Pareto, and Educational Constants, 223.
Tesconi, Charles A., Jr.—John Dewey's Theory of Meaning, 129.

Vandenberg, Donald—Non-Violent Power in Education, 49.

Wheeler, Arthur M.—Creativity in Plato's States, 249.
Wheeler, James E.—Moritz Schlick, 372.
Alfred North Whitehead and the Problem of Unity—George E. Axtelle, 129.

Book Reviews

(Reviewer's Name in Parenthesis)

Berkson, I. B., *Ethics, Politics, and Education* (John L. Childs), 88.
Dreeben, Robert E., *On What Is Learned In School* (Barbara Arnstine), 214.
Green, Thomas, *Work, Leisure, and the American Schools* (Don Ihde), 424.
Hedley, W. Eugene, *Freedom, Inquiry and Language* (John Howie), 320.
Soltis, J. F., *An Introduction to the Analysis of Educational Concepts* (Michael Parsons), 99.
Winetrout, Kenneth—*F. C. S. Schiller and the Dimensions of Pragmatism* (Laszlo J. Hetenyi), 312.

UTOPIAS and EDUCATION

by Howard Ozmon
Chicago State College

Dealing with educational ideas in selected utopian works of the past, interspersed with the author's live, lucid commentary and points of view, this stimulating book is intended to give educators some perspective about education in an ideal setting, and to encourage a future-oriented attitude toward education as a way of improving both man and society. For courses in social foundations, history, and philosophy of education — and for general reading by every professional and layman interested in the future of education.

1969; 6 x 9";
xiii, 157 pages; paper bound; $3.75

— ORDER FROM —
Burgess Publishing Company
426 South Sixth Street • Minneapolis, Minnesota 55415